

**Course title: Orff Music Grade K**

According to the National standards for Arts Education, "Music is a basic expression of human culture. Every student should have access to a balanced, comprehensive and sequential program of study in music. Performing, creating and responding to music are the fundamental processes in which humans engage."

The purpose of this course is to (1) expand students' understanding of basic concepts relating to melody, rhythm, form, harmony and expression and to (2) develop their performance, listening and literacy skills through a variety of experiences, utilizing the voice, the body, and pitched and unpitched percussion instruments. These experiences, coupled with the use of musical materials from a wide variety of cultures and styles, will enhance students' ability to analyze and describe music and musical performances.

**Essential Knowledge and Skills**

Orff Music Grade K	1 <sup>st</sup> Nine Weeks
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- Perform short poems, nursery rhymes, and fingerplays with motions to reinforce words
- Explore various ways to keep the steady beat
- Sing simple songs with narrow range, practicing good vocal tone
- Explore high and low through speech and movement
- Demonstrate a moment of stillness before and after performing a song/poem or performing movement to a listening example
- Practice starting and stopping with non-locomotor and locomotor movement
- Explore use of speaking, singing, whispering, and calling voices
- Explore playing sounds non-rhythmically on unpitched instruments with stories and poems

**Informal Assessment:** Pre-assess students' ability to keep a steady beat by observing as students imitate teacher's steady beat movements while listening to recorded music.

**Informal Assessment:** Observe students change body level in response to a melody played in the highest or lowest register of the piano.

- Continue to perform short poems, nursery rhymes and fingerplays with motions to reinforce words
- Continue to explore steady beat using non-locomotor and locomotor movements
- Perform echo songs, pitch-matching games, call-response songs (using Sol-Mi, Sol-Mi-La melodic patterns)
- Perform poems with high and low speaking voice
- Imitate slide whistle patterns with voice
- Explore singing and ascending/descending melodic patterns
- Explore creating/playing ascending and descending patterns on barred instruments (mallets "walking," "running/jogging," and playing glissandos) using appropriate technique
- Perform pentatonic clusters (mallets "jumping together" from high to low/low to high) with a pentatonic song
- Demonstrate the ability to start and stop in response to auditory cue
- Perform speech/song examples that change tempo
- Play unpitched instruments as sound color and/or steady beat

**Informal Assessment:** Listen to student's solo-echo teacher on Sol-Mi patterns, eg. "Hello, Cinnamon" (a puppet's name) or "Today is Monday".

**Informal Assessment:** Observe student's ability to start and stop in response to auditory cue (e.g. beginning and ending of poem or song, teacher starts and stops playing an instrument, teacher says or sings "Stop sign.").

- Perform rhymes/short poems naturally spoken in simple (2/4) and compound (6/8) duple meter
- Continue to explore steady beat using movement including gallop, slide, jump and hop
- Sing answers to teacher's sung question individually and in a group
- Use good vocal tone while performing pentatonic and diatonic songs and singing games
- Perform chord bordun accompaniment for a pentatonic song using appropriate mallet technique
- Perform song or poem two ways (A A')
- Perform pieces in AB, ABA form using songs/poems, movement, body percussion, instruments (sections represented visually with icons)
- Dramatize nursery rhymes using speaking/singing voices, movement, and unpitched instruments
- Explore emotions and imagery using movement
- Speak a rhyme/poem with loud and soft voices
- Listen to music with loud and soft dynamic levels

**Informal Assessment:** Observe students playing chord bordun beat accompaniment.

**Informal Assessment:** Identify the changes in loud and soft while listening to a piece of music.

Orff Music Grade K      4<sup>th</sup> Nine Weeks

- Continue to perform rhymes and fingerplays with motions to reinforce words in simple (2/4) and compound (6/8) duple meter
- Continue to explore steady beat using non-locomotor and locomotor movements including skipping
- Sing answers to teacher's sung questions
- Use good vocal tone performing pentatonic and diatonic songs and singing games
- Perform songs or poems in AB and ABA forms
- Perform songs or poems in a simple rondo form (ABACA)
- Dramatize nursery rhymes and stories using speaking/singing voices, movement, and unpitched instruments
- Continue to reinforce soft and loud through speech and listening activities

**Informal Assessment:** Observe students walking the steady beat during the verse of "Skip to My Lou" and skipping during the refrain.

**Informal Assessment:** Listen to solo singing to determine percentage of class matching pitch (Sol-Mi, La-Sol-Mi).



**Informal Assessments:** Observe performances of the above.

**Informal Assessment:** Have students listen to rhythmic patterns played sometimes on the highest and sometimes on the lowest register of a keyboard or xylophone. Observe students' change in body level to show discrimination of high sounds/low sounds.

**Informal Assessment:** Observe students performing body percussion beat accompaniment for a song/poem without teacher's model and document beat awareness.

**Formal Assessment:** Observe and document students' ability to walk, run, gallop, slide, jump, hop, and skip.

**Formal Assessment:** Observe and document students' ability to perform the speaking, singing, whispering, and calling voices.

Orff Music Grade 1	2 <sup>nd</sup> Nine Weeks
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- Perform rhythmic speech with motions
- Perform steady beat in a variety of ways with new materials, including chord bordun for a pentatonic song
- Perform 4-beat patterns of 1 sound and no sound per beat shown with icons
- Sing simple, narrow-range songs, practicing good vocal tone and pitch-matching
- Sing patterns from icons representing Sol and Mi pitches
- Sing and play ascending and descending melodic patterns
- Perform a poem/song two ways to experience AA' sectional form
- Perform a poem/song twice, describing the second performance as slower/faster
- Identify and perform music with and without accompaniment
- Perform a story dramatization using movement and instruments

**Informal Assessment:** Observe students clapping 4-beat patterns represented by a star for 1 sound and empty box for no sound. Ex. ★ — ★ — and ★ ★ ★ —

**Informal Assessment:** Observe students' demonstrating awareness of fast and slow tempi with non-locomotor movement, body percussion, locomotor movement.

**Formal Assessment:** Observe students playing chord bordun accompaniment on barred instruments, documenting which students (1) demonstrate tempo throughout the song and which (2) play rhythm of words or do not match tempo of the music. [Beat competency]

**Informal Assessment:** Observe students demonstrating awareness of fast and slow tempi with non-locomotor movement, body percussion, and locomotor movement.

**Informal Assessment:** Have students sing an answer to teacher's sung question. Record which students: (1) matched pitch with good tone (2) sang the response, but not on the same pitches, or (3) responded with speaking voice.

**Formal Assessment:** Record student responses to music performed with and without accompaniment.

Orff Music Grade 1	3 <sup>rd</sup> Nine Weeks
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- Perform beat with sequenced movement
- Perform tonic beat accompaniment [alternating hands]
- Perform, read 4-beat rhythmic patterns using traditional symbols of quarter note and quarter rest for 1 sound to the beat and no sound to the beat
- Sing Sol-Mi-La pitch patterns, identifying La as sounding higher than Sol and Mi as sounding lower than Sol
- Sing an echo or answer to a sung question, demonstrating pitch-matching
- Experience and label like and different musical sections [AB, ABA] through movement, song, speech, instruments
- Perform a poem with loud and soft voices [contrasting dynamics]
- Respond to loud and soft dynamics in a listening example with big and small movements
- Dramatize a folktale using movement and instruments

**Formal Assessment:** Mark seating chart to show which children matched pitch during a singing game or call-response song [solo responses].

**Informal Assessment:** Observe students' performances of tonic accompaniment, maintaining given tempo.

**Informal Assessment:** Observe student responses to changes in dynamics.

Orff Music Grade 1	4 <sup>th</sup> Nine Weeks
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- Switch from performing beat with a song/poem to performing rhythm of the words

- Perform pentatonic songs, singing games and pitch-matching games
- Listen to and label sections of a recording as vocal, instrumental or both
- Perform simple rondos using song, speech, instruments, and movement
- Continue barred instrument accompaniments

**Informal Assessment:** Observe students performing the rhythm of the words of a song/poem using body percussion or unpitched, clapping/playing a sound for every syllable.

**Informal Assessment:** Observe students performing an ABA song, playing beat accompaniment during the A section and rhythm of the words during the B section.

**Informal Assessment:** Observe students standing in place during sections that have singing, and walking own pathways during instrumental sections of a recording.

**Formal Assessment:** Document which students match pitch singing Sol-Mi- La patterns. Note progress made since the previous assessment.

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The purpose of this course is to (1) expand students' understanding of basic concepts relating to melody, rhythm, form, harmony and expression and to (2) develop their performance, listening, and literacy skills through a variety of experiences, utilizing the voice, the body, and pitched and non-pitched percussion instruments. These experiences, coupled with the use of musical materials from a wide variety of cultures and styles, will enhance students' ability to analyze and describe music and musical performances.

### Essential Knowledge and Skills

Orff Music Grade 2	1 <sup>st</sup> Nine Weeks
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- Perform rhythm of words vs. steady beat with body percussion, unpitched and pitched percussion instruments
- Identify aurally steady beat and rhythm of words
- Perform 4-beat echo patterns made of one sound, two sounds, and no sound to the beat using one level of body percussion
- Sing an echo or answer to a sung question, demonstrating pitch-matching
- Sing simple, narrow-range songs, practicing good vocal tone
- Sing Sol-Mi-La pitch patterns, identifying La as sounding higher than Sol and Mi as sounding lower than Sol
- Read and sing Sol-Mi La patterns from a staff
- Describe different high and low sounds as having different pitches and perform rhythm of words on higher and lower pitches of barred instruments
- Describe relationship between size of instrument and its pitch/range
- Perform beat accompaniment with body percussion, movement and chord bordun for pentatonic song
- Perform songs in verse-refrain, AA'/AB from with singing, movement and instruments
- Perform songs and speech with introduction/ABA form
- Categorize Orff instruments as pitched or unpitched and perform with correct technique
- Describe tempo changes and respond with movement

- Identify and perform dances from different countries

**Informal Assessment:** Observe individual students as they echo-sing a short Sol-Mi, Sol-Mi-La pattern with correct body scale.

**Formal Pre-assessment:** Observe students' solo responses and record which students (3) matched pitch with good tone (2) sang the response, but not on the same pitches or (1) responded with speaking voice.

**Formal Assessment:** Observe students performing body percussion beat accompaniment or rhythm of words for a song/poem without teacher's model and document beat awareness.

Orff Music Grade 2	2 <sup>nd</sup> Nine Weeks
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- Read and create 4-beat patterns of one sound, no sound, and two sounds to the beat using iconic notation on body percussion and unpitched instruments
- Perform, read 4-beat rhythmic patterns using traditional symbols of quarter note, two eighths and quarter rest with body percussion and unpitched instruments
- Perform interval chord bordun beat accompaniment for a pentatonic song
- Sing and play short ascending and descending diatonic and pentatonic melodic patterns
- Read, sing and play short melodic patterns containing So-Mi and So-Mi-La from a staff
- Describe and perform introduction and coda for poems and songs
- Perform appropriate mirror movement
- Describe tempo changes between two performances of a rhyme or song and a listening example
- Identify and perform dances from different cultures

**Informal Assessment:** Observe students correctly performing notated patterns using quarter, 2 eighths, and quarter rest.

**Informal Assessment:** Observe students identifying notated patterns that match those played by the teacher on unpitched instruments using quarter, 2 eighths, and quarter rest.

**Formal Assessment:** Observe students' solo responses and record which students (3) matched pitch with good tone (2) sang the response, but not on the same pitches or (1) responded with speaking voice.

**Informal Assessment:** Observe students naming pitches in short Sol-Mi-La notated patterns.

Orff Music Grade 2      3<sup>rd</sup> Nine Weeks

- Perform, read 8-beat rhythmic patterns using traditional symbols of quarter note, two eighths and quarter rest with body percussion and unpitched instruments
- Perform 8-beat notated patterns that contain tied quarter notes and half notes
- Sing songs that contain Mi-Re-Do patterns
- Locate, identify, sing and play Mi-Re-Do patterns
- Perform chord, broken chord/interval bordun accompaniment for a pentatonic song
- Perform, label and describe songs/poems in ABA form, create introduction and coda
- Describe and perform simple ostinato with speech, movement and instruments for a pentatonic song
- Perform appropriate mirror movement to express dynamics and tempo
- Categorize pitched Orff instruments as woods or metals
- Identify and perform dances from different cultures

**Informal Assessment:** Observe student-created/performed 4-beat patterns using beat boxes and manipulatives of quarter, 2 eighths, and quarter rests.

**Formal Assessment:** Record student responses to high and low sounds.

**Informal Pre-Assessment:** Observe students aurally identify/match Sol-Mi and La-Sol-Mi patterns with names and notated patterns.

**Informal Assessment:** Observe groups performing/maintaining rhythmic speech/body percussion ostinato as accompaniment for a song/poem.

Orff Music Grade 2      4<sup>th</sup> Nine Weeks

- Perform, read 8-beat rhythmic patterns using traditional symbols of quarter note, two eighths and quarter rest, tied quarter and half notes with body percussion and unpitched instruments

- Create/perform 8-beat patterns using traditional notation that includes half notes on strong beats
- Sing songs that contain La-So-Mi-Re-Do patterns
- Perform, label and describe songs/poems in Rondo form
- Describe and perform melodic ostinato with singing and instruments
- Listen to and categorize instruments of the orchestra by family
- Identify and perform dances from different cultures

**Informal Assessment:** Observe students use designated movements to indicate A, B, and C sections in a listening example of a rondo.

**Formal Assessment:** Record as 1) developing, 2) nearing proficiency, 3) proficient or 4) mastery while students aurally identify/match Sol-Mi, La-Sol-Mi and Mi-Re-Do patterns with names from notated patterns.

**Formal Assessment:** Record as 1) developing, 2) proficient or 3) mastery while students correctly read/performing notated patterns using quarter, 2 eighths, and quarter rest.

**Formal Assessment:** Students categorize Orff unpitched into families: woods, metals and drums.

of study in music. Performing, creating and responding to music are the fundamental processes in which humans engage."

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### Essential Knowledge and Skills

Orff Music Grade 3	1 <sup>st</sup> Nine Weeks
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- Perform beat accompaniment for song/poem
- Perform rhythm of the words of a song/poem
- Aurally distinguish between beat and rhythm of the words of song/poem
- Read 8-beat notated rhythmic patterns using quarter note, 2 eighth notes and quarter rest
- Read and create rhythmic patterns that contain two tied quarter notes/half note
- Echo, sing and read melodic patterns using solfege (hands signs and/or body scale) for the pentatonic scale (La-Sol-Mi-Re-Do)
- Sing pentatonic songs practicing good vocal tone
- Explore the melodic direction of phrases by singing and playing pentatonic ascending and descending patterns.
- Describe relationship between size of instruments and its pitch/range and relate to barred Orff instruments
- Play rhythm of the words on low five and high five in C or D pentatonic scale on barred instruments.
- Perform chord bordun accompaniment
- Perform broken chord/interval bordun accompaniment



- Perform/label verse-refrain, AB, and/or ABA pieces using speaking/singing, instruments, and/or movement
- Perform rhythmic ostinato with body percussion/unpitched instruments
- Demonstrate correct technique using unpitched instruments by echoing 8-beat patterns and performing rhythm of the words of a poem
- Identify pitched and unpitched Orff instruments
- Perform songs and dances from various cultures and historical periods

**Formal Assessment:**

Observe students demonstrating (1) the steady beat and (2) the rhythm of the words as they perform a familiar poem/song. Document student responses.

**Formal Assessment:**

Observe students echoing easy patterns, translating solfege syllables into pitches/bars on the instruments correctly. Document student performances.

**Informal Assessment:** Have students categorize classroom instruments as pitched/unpitched (melodic/rhythmic) and identify high and low sounds in the pitched instruments.

Orff Music Grade 3	2 <sup>nd</sup> Nine Weeks
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- Echo patterns and perform songs/poems in 2/4 and 6/8

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- Echo, perform, read and create 8-beat rhythmic patterns using quarter note, two eighth notes, quarter rest and half note
- Identify, perform and improvise melodic patterns that contain steps, skips, and repeated notes.
- Echo sing, play and sing songs with La-So-Mi-Re-Do-Low La-Low So
- Sing melodic patterns notated on 5-line staff
- Discover the location of Low La and Low Sol on barred instruments set up in F or G pentaton
- Maintain chord and broken chord/interval bordun accompaniment for pentatonic song.
- Perform modified crossover bordun with correct mallet technique to accompany a pentatonic/modal song
- Perform 8-beat phrases and describe "phrase" as a musical sentence expressing one thought/idea
- Identify and label introduction and coda in a listening example.
- Perform and create an introduction and coda for a song/poem
- Categorize instruments by how they produce sound: vibrating strings, striking/shaking, windblown
- Categorize pitched Orff instruments (xylophones, metallophones, glockenspiels)
- Perform songs and dances from various cultures and historical periods

**Formal Assessment:** Observe student performances of 8-beat rhythmic patterns using quarter note, two eighth notes, quarter rest and half note.

**Informal Assessment:** Observe students as they visually identify steps, skips, and repeated tones in a notated song and play patterns with steps, skips, repeated tones on the barred instruments.

**Formal Assessment:** Have students identify barred instruments by family and range.

**Informal Assessment:** Students apply teacher created rubric to student performance.

Orff Music Grade 3	3 <sup>rd</sup> Nine Weeks
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- Echo and read rhythmic patterns that contain half notes and whole notes; identify half notes and whole notes in notated rhythmic patterns

- Echo, read, and create 8-beat patterns using traditional notation of quarter note, two eighth notes, quarter rest, half note, half rest and whole note (whole rest)
- Identify pitches in pentatonic scale on staff.
- Notate and perform improvised pentatonic melody for a given rhythm
- Sing songs and echo pentatonic melodic patterns that include high Do
- Identify high Do and low Do within a pentatonic scale on barred instruments
- Perform crossover bordun with correct mallet technique to accompany a pentatonic/modal song
- Perform rhythmic canon using speech, body percussion
- Perform melodic ostinati with voices and instruments
- Show awareness of phrase structure using body percussion (length, number, like and different)
- Echo 8-beat body percussion patterns and perform song/poem with different dynamic levels (*piano*, *forte*, *crescendo*, *decrescendo*, etc.)
- Create setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics
- Describe tempo, dynamics and mood of a selected work
- Perform songs and dances from various cultures and historical periods

**Informal Assessment:** Observe student performances of created rhythms.

**Formal Assessment:** Have students improvise a pentatonic melody for a given rhythm, then have students notate this melody using correct staff notation.

**Formal Assessment:** Have students create a rubric for scoring their performances of their settings of poems that reflects appropriate use of tempo, dynamics and mood for a selected work.

Orff Music Grade 3	4 <sup>th</sup> Nine Weeks
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- Echo, read, and perform patterns sing note values introduced previously
- Perform examples of extended pentatonic melodies

- Identify, sing and play ascending and descending patterns
- Perform bordun accompaniments (chord, broken chord/interval, crossover) for appropriate songs
- Perform easy 2-part vocal canon
- Perform and label like and different sections in a rondo
- Listen to and name instrument families of the orchestra
- Identify and discuss music in relation to various cultures

**Formal Assessment:** Have students aurally identify ascending and descending melodic phrases.

**Formal Assessment:** Have students label sections /describe the sectional form of music in 2 and 3-part structures ( ABBA, ABACA, etc.).

**Informal Assessment:** Assess student's ability to maintain their part as they sing simple 2-part canons.

## Course Outline

### Course Title: Orff Music Grade 4

According to the National Standards for Arts Education, "Music is a basic expression of human culture. Every student should have access to a balanced, comprehensive and sequential program

**Informal Assessment:** Ask students to identify by number notated rhythmic patterns played on

**Informal Assessment:** Observe performances of the above.

**Informal Assessment:** Observe students drawing phrase lines as they listen to a four-phrase melody with eyes closed.

Orff Music Grade 4	2 <sup>nd</sup> Nine Weeks
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- Perform and aurally identify notated 8-beat rhythm patterns that include the symbols listed in the first quarter and the symbol for whole note
- Demonstrate understanding of bar lines by identifying the number of measures in a notated melody
- Perform and accompany major and minor pentatonic songs/melodies
- Perform simple patterns on the soprano recorder using the fingerings for B, A and G, and identify those pitches on the staff
- Perform [voices, barred instruments, recorder] melodic patterns that illustrate repeated tones, step-wise movement, and skips
- Distinguish repeated tones, steps, and skips in a notated melody
- Perform crossover and level bordun accompaniment with a song
- Perform partner songs [vocal]
- Create and perform an introduction, interlude and coda for a performance of a song or poem
- Describe phrases in a song as like and different
- Perform 2-part vocal canon
- Create an 8-beat rhythmic ostinato using quarter, quarter rest, two eighths, half notes, half rest; perform it as accompaniment for speech/song using body percussion, instruments
- Perform songs and dances from various cultures, historical periods, styles

**Informal Assessment:** Ask students to identify by number notated rhythmic patterns played on an unpitched instrument.

**Informal Assessment:** Observe student performances of BAG patterns on recorder.

**Formal Assessment:** Apply teacher-created rubric to students' performance of a simple 2-part vocal canon.

Orff Music	Grade 4	3 <sup>rd</sup> Nine Weeks
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- Perform patterns that include traditional notation for 4 sounds to a beat (sixteenth notes)
- Perform diatonic melodies that include the fourth and seventh scale steps
- Sing and play phrases that illustrate various melodic shapes --ascending, descending, etc.
- Draw lines in the air to show the shape/contour of melodic phrases
- Read and perform simple patterns on recorder using B-A-G and the new fingering for E
- Play/sing a melodic ostinato as accompaniment for a song
- Improvise 8-beat rhythmic questions and answers using body percussion/unpitched instruments and perform them in a rondo
- Perform ostinato accompaniments for rhythmic speech a pentatonic song
- Listen for sudden and gradual changes in dynamics in a musical example
- Perform sudden and gradual changes in dynamics while speaking a poem
- Perform songs and dances from a variety of cultures, periods, styles

**Formal Assessment:** Document which students correctly identify contour drawing that match melodic phrases they hear performed.

**Formal Assessment:** Have students to aurally identify 8-beat notated rhythm patterns that include quarter, quarter rest, 2 eighths, half notes, and 4 16<sup>th</sup> notes.

**Informal assessment:** Observe small groups of students echo-play extended pentatonic scale patterns that use Do Re Mi Sol La and (1) High Do' and (2) low Sol and La. Document students that correctly translate the solfege syllables you sing into pitches on the barred instruments.

**Informal assessment:** Observe performances of the above.

**Informal Assessment:** Ask students to signal with fingers which phrases of a song are alike.

**Informal Assessment:** Observe small group performances of their created 8-beat movement ostinato as accompaniment for a section of a listening example.

**Formal Assessment:** Observe student performances of borduns and document.

Orff Music Grade 5	2 <sup>nd</sup> Nine Weeks
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- Perform rhythmic patterns that include "ti ta ti" syncopa
- Perform, read, and write rhythmic patterns containing the notational symbols for 1 eighth-2 16ths and 2 16ths –1eighth (ti-ticka and ticka-ti) and other previously learned rhythmic symbols
- Sing and play diatonic melodies that include Fa and Ti
- Read and perform B-A-G-E-D patterns on recorder/barred instruments
- Read and echo on recorder easy patterns that include third space C' and patterns that include C below the staff
- Perform a simple 2-chord accompaniment for a melody (barred instruments)
- Create 8-beat movement questions and 7-beat movement answers
- Identify introduction, interlude and coda in a class performance or listening example
- Create an introduction/interlude, coda for a performance of a poem/song
- Sing and play 2-part canons
- Identify accelerando (gradual quickening of tempo) in a listening example
- Perform a ritardando (gradual slowing of tempo) with instruments/voices/movement
- Perform grapevine dance step in a folkdance

**Pre-Assessment** before introducing eighth-2 16ths and 2 16ths –1eighth: Have students read and perform 8-beat patterns that include the symbol for four sounds to a beat (sixteenth notes) and

some of the other known rhythmic symbols. Make note of number of students demonstrating understanding.

**Informal Assessment:** Observe pairs of students creating movement question-answer phrases.

**Formal Assessment:** Apply teacher-created rubric to student performances of 2-part canon for mallets.

**Informal Assessment:** Choose a melody that clearly requires a I-V accompaniment (such as "Go Tell Aunt Rhody"). Observe students as they signal when a chord change is needed.

Orff Music Grade 5	3 <sup>rd</sup> Nine Weeks
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- Read and perform and create patterns using traditional notation of note values previously learned
- Identify steps, skips, and repeated tones in a notated melody
- Create and perform a melody that includes steps, skips, and repeated pitches (barred instruments/recorder)
- Read and play on recorder simple patterns that include F# and patterns that include high D'
- Perform 3-part vocal canon and sing partner songs
- Create and perform 8-beat rhythmic questions and 7-beat rhythmic answers using body percussion/unpitched instruments
- Perform rondo form, incorporating rhythmic questions and answers in the B, C, D...sections
- Perform a folk dance that contains the Schottische dance step

**Formal Assessment:** Observe pairs of students as they perform rhythmic question and answer phrases, using body percussion or unpitched instruments. Apply teacher-created rubric.

Orff Music Grade 5	4 <sup>th</sup> Nine Weeks
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- Perform (sing/play) and conduct songs in 2/4, 3/4, and 4/4 meter
- Aurally identify meter of song/listening examples in 2/4 and 3/4
- Perform patterns using dotted half note (sounds lasting three beats) and find them in the notation of a song



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## Essential Knowledge and Skills

Orff Music Grade 5	1 <sup>st</sup> Nine Weeks
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- Read, perform and create patterns using quarter note and quarter rest, two eighths, half notes and half rests, four sixteenth notes, whole notes.
- Sing and play extended pentatonic scale patterns [Do Re Mi Sol La Do']
- Perform and label melodic patterns that move from low to high/ high to low.
- Identify like and different melodic phrases in a song.
- Read and perform notated B-A-G-E-D patterns (recorder, barred instruments).
- Identify highest and lowest pitches on the barred Orff instruments.
- Play chord, broken chord, level and crossover bordun accompaniment with a pentatonic song.
- Using body percussion and instruments, echo like and different 8-beat phrases
- Perform rhythmic ostinato accompaniment for a poem or song, using body percussion/unpitched instruments with correct technique.
- Create an 8-beat movement ostinato to accompany a musical listening example
- Perform 8-beat rhythmic canon with body percussion.
- Perform a poem with selected dynamic markings, incorporating instruments/movement.
- Perform a folkdance from Romania

**Informal assessment:** Observe performances of the above.

**Informal Assessment:** Ask students to signal with fingers which phrases of a song are alike (for ex. # 1 and #3).

**Informal Assessment:** Observe small group performances of their created 8-beat movement ostinato as accompaniment for a section of a listening example.

- Perform rhythmic patterns that include "ti ta ti" syncopa.
- Perform, read, and write rhythmic patterns containing the notational symbols for 1 eighth-2 16ths and 2 16ths –1eighth (ti-ticka and ticka-ti) and other previously learned rhythmic symbols.
- Sing and play diatonic melodies that include Fa and Ti.
- Read and perform B-A-G-E-D patterns on recorder/barred instruments.
- Read and echo on recorder easy patterns that include third space C' and patterns that include C below the staff.
- Perform a simple 2-chord accompaniment for a melody (barred instruments).
- Create 8-beat movement questions and 7-beat movement answers.
- Identify introduction, interlude and coda in a class performance or listening example.
- Create an introduction/interlude, coda for a performance of a poem/song.
- Sing and play 2-part canons.
- Identify accelerando (gradual quickening of tempo) in a listening example.
- Perform a ritardando (gradual slowing of tempo) with instruments/voices/movement
- Perform grapevine dance step in a folkdance, such as "Mayim" or "Tzena Tzena" from Israel.

**Pre-Assessment** (before introducing eighth-2 16ths and 2 16ths –1eighth): Have students read and perform 8-beat patterns that include the symbol for four sounds to a beat (sixteenth notes) and some of the other known rhythmic symbols. Observe and make note of which students do this without mistakes, which have a few problems with performing the rhythm correctly, which have many mistakes or cannot show how the symbols relate to the beat (claps eighths and quarters the same, etc.).

**Informal Assessment:** Observe students as they create and perform 8- beat rhythms that include syncopa (eighth-quarter-eighth) using traditional notation.

**Informal Assessment:** Observe students as they write rhythm patterns using 1 eighth-2 16ths and 2 16ths –1 eighth.

**Informal Assessment:** Observe pairs of students creating movement question-answer phrases.

**Informal Assessment:** Apply teacher-created rubric to student performances of 2-part canon for mallets.

**Informal Assessment:** Choose a melody that clearly requires a I-V accompaniment (such as "Go Tell Aunt Rhody"). Have students listen as you play the melody using only the tonic chord to accompany it and ask them to signal when a chord change is needed.

Orff Music Grade 5	3rd Nine Weeks
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- Identify steps, skips, and repeated tones in a notated melody.
- Create and perform a melody that includes steps, skips, and repeated pitches (barred instruments/recorder).
- On recorder, play patterns that include F# and patterns that include high D'.
- Read simple patterns that include F# and D'.
- Perform 3-part vocal canon and sing partner songs.
- Create and perform 8-beat rhythmic questions and 7-beat rhythmic answers using body percussion/unpitched instruments.
- Perform rondo form, incorporating rhythmic questions and answers in the B, C, D...sections.
- Perform a folk dance that contains the Schottische dance step, such as "Carnavalito" from Bolivia.

**Assessment:** Observe pairs of students as they perform rhythmic question and answer phrases, using body percussion or unpitched instruments. Apply the following **rubric**: Questions: (1) Was the question 8-beats in length? (2) Did the improviser maintain the given tempo? (3) Did the rhythmic question include more than one note value? Answers: (1) Did the rhythmic answer stop on beat 7? (2) Did the improviser start on time and maintain the given tempo? (3) Did the improviser borrow something from the question rhythm?

Orff Music Grade 5	4 <sup>th</sup> Nine Weeks
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- Perform (sing/play) and conduct songs in 2/4, 3/4, and 4/4 meter
- Aurally identify meter of song/listening examples in 2/4 and 3/4
- Perform patterns using dotted half note (sounds lasting three beats)
- Find dotted half notes in the notation of a song
- Play and sing diatonic melodies that include Fa and Ti scale steps
- Listen and perform music in different modes and scales

use of musical materials from a wide variety of cultures and styles, will enhance students' ability to analyze and describe music and musical performances.

### Essential Knowledge and Skills

Orff Music Grade 6	1 <sup>st</sup> Nine Weeks
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- Read and perform rhythmic patterns with whole, half, quarter, eighth, sixteenth notes; quarter and half rests; and eighth-quarter-eighth syncopation using speech, body percussion and instruments
- Perform extended pentatonic scale patterns (Do'-La-Sol-Mi-Re-Do-La-Sol) using singing (solfege and hand signs) and pitched Orff instruments.
- Perform a diatonic melody that includes Fa and Ti, using voices, pitched Orff instruments
- Identify lines and spaces on treble clef staff (and hand staff) and play simple notated patterns on recorder, barred instruments
- Describe relationship of size of the sound source/instrument and its pitch
- Review and play pentatonic and diatonic melodic patterns on recorder
- Demonstrate correct mallet technique while performing chord, broken chord/interval, level, crossover borduns for a melody on pitched instruments
- Identify and experience tonic chord using a rhythmic pattern on pitched Orff instruments
- Perform a song/poem with contrasting sections and label the sections
- Perform a 2-part rhythmic canon using speech or body percussion. Perform a student-led 2-part canon
- Choose dynamics markings (p, mf, f, ff, crescendo, decrescendo, or accent) for metered or unmetered poetry and perform with speech/instruments
- Perform on unpitched Orff instruments with poetry/song using correct technique
- Experience music in various styles through listening examples and performances

**Formal Assessment:** Have students label line and space notes on treble clef and identify pitches in short notated examples.

**Formal Assessment:** Use teacher-created rubric to analyze student performance of poetry with student-selected dynamics, instruments.

Orff Music Grade 6	2 <sup>nd</sup> Nine Weeks
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- Read and perform rhythmic patterns in 6/8 meter
- Read and perform patterns using 1 eighth-2 16ths, 2 sixteens-1 eighth
- Practice writing previously learned notational symbols in 8-beat patterns
- Create and perform 8-beat melodic patterns from a given rhythm on pitched instruments using steps, skips, and repeated tones
- Label pitches using scale number and translate scale position into pitch names on barred instruments, echoing patterns
- Identify and experience the pitches of the tonic and dominant chord with pitched Orff instruments and play a I-V accompaniment for a song, using three-mallet technique
- Perform a 3-part rhythmic canon with body percussion
- Perform a vocal canon in 2 or 3 parts
- Identify and perform a ritardando within a song/poem
- Experience music in various styles through listening examples and performances

**Informal Assessment:** Observe student performance of above.

**Formal Assessment:** Have students aurally identify where the change from tonic to dominant scale degrees is needed in a song by showing the fingers to match the scale degree.

Orff Music Grade 6	3 <sup>rd</sup> Nine Weeks
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- Read and perform rhythmic patterns with dotted quarter/eighth notes using speech and instruments
- Aurally identify beat groupings and draw bar lines for given rhythms in 2/4, 3/4, and 4/4
- Experience singing and playing triads, translating scale position numbers to pitch names
- Identify pitches of the subtonic chord and perform a I-VII accompaniment (tonic-sub tonic) on barred instruments
- Perform rhythmic questions and answers using body percussion and unpitched instruments

- Perform 8 -beat melodic questions and answers on pitched instruments
- Experience music in various styles through listening examples and performances

**Formal Assessment:** Have students label the tonic and sub-tonic chord changes needed in a piece of music by showing fingers to represent the chords (scale position). Document responses.

**Formal Assessment:** Using a rubric, compare and contrast musical questions and answers performed by students.

Orff Music Grade 6	4 <sup>th</sup> Nine Weeks
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- Experience pick-up notes through conducting song/poems
- Perform rhythmic patterns (with poetry/song, instruments) that include an eighth rest
- Experience mixed meter (5/8, 7/8, or 5/4) through body percussion, instruments and movement/dance
- Experience traditional rhythmic counting system for notes and rests
- Create/play melodic question and answers and notate them on the treble clef staff
- Identify pitches of the I, IV, and V chords in a given scale and perform a I-IV-V accompaniment on barred instruments
- Perform 12-bar blues chord sequence using I, IV, and V chords on barred instruments
- Perform a 2 or 3 part mallet canon
- Perform theme and variations using instruments with a poem/song
- Discuss/describe theme and variations in a listening example
- Experience music in various styles through listening examples and performances

**Informal Assessment:** Observe students as they create, notate (on staff), and play melodic questions and answers.

**Informal Assessment:** Have students label the I-IV-V chord changes in a 12-bar blues example, using fingers to show chord changes.

**Formal Assessment:** Apply a rubric to critique performances of student-created variations on a chosen theme.